

CHILD STUDY

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★ HEADLINES

This issue of "Child Study" presents the highlights of the Two-Day Institute held by the Child Study Association in New York last November.



Participating in the Institute were:

On *Discipline*: Margaret Mead, Assistant Curator of Ethnology, American Museum of Natural History; Goodwin Watson, Professor of Education, Teachers College, Columbia University; Sidonie M. Gruenberg, Director, Child Study Association.

On *Sex Education*: Anna W. M. Wolf, Child Study Association; Caroline Zachry, Director, Institute for the Study of Personality Development, Progressive Education Association; Benjamin C. Gruenberg, Author, Lecturer; Lawson G. Lowrey, M.D., Editor, *American Journal of Orthopsychiatry*.

On *Progressive Education*: Mrs. Franklin E. Parker, Jr., Chairman, Schools Committee, Child Study Association; Wilford Aiken, Commission on the Relation of School and College, Progressive Education Association; John Pilley, Department of Education, Wellesley College.

On *Education for Today and Tomorrow*: Mrs. Henry Goddard Leach; Irwin Edman, Professor of Philosophy, Columbia University; Howard Yale McClusky, Associate Director of the American Youth Commission; Reinhold Schairer, Head of Department of International Studies and Relations, London University.

The material was prepared for publication by the editorial staff of CHILD STUDY, and Aline B. Auerbach, Estelle Barnes Clapp, Benjamin C. Gruenberg, Irma W. Hewlett, Viola H. Friend, and Walter H. Wolff.

The article "Training for Cleanliness," in the Science Contributes Department, is by Benjamin Spock, M.D., and Mabel Hushka, M.D.



The Spring issue of CHILD STUDY (mid-April) will discuss "New Faiths for Our Children," and will be accompanied by a special Metropolitan Supplement.



FACING THE DEMANDS OF TODAY

IN THE midst of wars and rumors of more war, there is naturally much confusion. It is difficult to hold fast to what is at stake—the welfare of men, women and children.

In the immediate crisis, discipline and morale are at a premium. But those who cannot help looking back over their shoulders (whether for scapegoats or for such light as the past might throw on our future steps), challenge the home for its failure to maintain its authority, to discipline youth. They challenge education for being progressive and failing to fit youth into traditional patterns. They challenge democracy itself for its failure to regiment an entire people as effectively as dictatorships have done.

MECHANISMS of control which are necessary in the rearing of children have been confused with the purposes and spirit of guidance. Accordingly, instead of a clarification of our fundamental attitudes, more restriction, more interference are demanded. But more restrictions and interferences may merely undo the distinctive contributions of this nation to civilized living—the development of respect for persons, the cultivation of attitudes of mutual regard and cooperation which are the essence of democracy. For the true measure of authority and discipline in the home, as in the larger democracy of the outside world, is not in the devices of restraint and compulsion, but in the incidence, the manner, and the purposes behind these regulations.

THE HOME, as the "threshold of democracy," must be supported and strengthened in these troubled times. In delegating to the school and other agencies many of its former functions, the home has not thereby lessened its own responsibility; it has merely lost some of the power to enforce its purposes. But these purposes are basically the purposes of our society. If we are to strengthen our democratic society, we must begin in the home.

THOSE of us who work with young people must accept the challenge which is implied in the attacks upon the home, and upon the supposed shortcomings of youth. We can meet these attacks with our clearly defined faith in the democratic way of life. We must not permit the advances to be lost because mistakes have been made. A social invention, like a mechanical invention, takes time to work out before it attains smooth operation. We must make sure only that our inventions and experimentings are directed to our main purposes.

DEMOCRATIC procedures in the family, as well as everywhere else, are being questioned. We must not let ourselves be intimidated by the shouting. If we consider our task trivial because at the moment nationally urgent matters press, then we will lose sight of the end purposes for which the emergency has been created. The importunate must not displace the important.

THE EDITORS

Discipline: The Challenge of Our Times

Speakers: Margaret Mead, Goodwin Watson, Sidonie M. Gruenberg

Parent Discussants: Aline B. Auerbach, Mrs. George Van Trump Burgess, Estelle Barnes Clapp, Mrs. Murray Hearn, Mrs. Arthur F. Miller

What kind of discipline do we need for a democratic way of life? Children's attitudes toward authority. How can we make them consistent with individual initiative and responsibility?

"THESE times," said Dr. Margaret Mead, "are a great challenge to our conception of character." More and more we feel the need for some flexible moral standard for our children who will have to live under unpredictable circumstances in the future. When modern people think of moral standards they think of conscience, because "conscience is a western invention; it is a special kind of character which is necessary for democratic living."

In a primitive or slow-changing culture it is relatively easy to establish conscience because primitive society is often organized by concrete rules of thumb which are passed from one individual to another. In this way, definite cultural taboos are established, and the individual's character can be measured in relation to them. Even in our quite recent past, we had a rather simple picture of the parents who knew all the answers, and children who learned from them. Much of our training is still based on the assumption that you can teach children to do exactly what parents have done before. And of course much of our adolescent rebellion has grown out of this.

On the other hand, when parents of the past generation decided that they did not know all the answers and were very frank about telling this to their children, it did not clear the way much for a better development of character. Today's adolescents have often been accused of cynicism. They grew up in homes where parents were insecure because they were uncertain of the answers. The parents of these cynical adolescents did not, of course, set out to teach uncertainty. They gave their children a sense of insecurity chiefly because they did not like the picture of themselves, as parents, not knowing any of the answers. It was a picture of themselves toward which their own emotions were very unpleasant. And from these sophisticated and confused parents who had lost all their certainties and could believe in nothing, the children absorbed a sense of futility, a feeling that

there were no right answers. This bred insecurity, even cynicism.

How, in this world of flux, where we no longer know all the answers, can we teach a child such a fixed abstraction as honesty, for example? Dr. Mead believes that the problem now before parents and educators is how to set up better parent and teacher images. We cannot, in our rapidly changing democracy, set up one of absolute parental authority, with fixed and inflexible rules. Nor is it helpful to communicate a general sense of insecurity, an uneasy sense that the parent no longer knows anything. We can interject a better image—a fine feeling that there is some right way of doing things. We can give children the feeling that we are aware that all the answers are not in yet, but that these answers are being worked on, that they are growing in certainty.

Dr. Mead summed up her faith in the new discipline by saying, "If we are to offer a substitute for absolute authority, we have to put along with it a tremendous amount of confidence, optimism, experimentation and excitement. We must see how the world is not wrecked in relation to the past, nor hopeless for the future. We must have some certainty about uncertainties, instead of a general uncertainty about our uncertainties."

Dr. Goodwin Watson declared that it was strange that though discipline was the most generally discussed subject among parents, psychologists had hardly touched the study of this subject experimentally. Of course as long as psychologists thought of behavior only as being governed internally by neurons, reflexes, glands and so forth, they were on the wrong track, because it is difficult to study an individual's behavior apart from the social framework in which it takes place. You can not study behavior fruitfully by putting a child under Discipline A or Discipline B in a laboratory. The child has

to be functioning normally in his own environment.

At the University of Iowa, Dr. Kurt Lewin set up an ingenious experiment to find out how children reacted to different kinds of discipline. In the boys' clubs, attached to the University School, three different types of leadership were tried out: autocratic, democratic, and anarchistic or *laissez-faire*.

Under the "autocratic" pattern the leader was more or less of a dictator. He was not cruel or too severe, but it was he who definitely organized the work of the club and decided what was to be done at each meeting, so that the children could not get started without him. He was definitely *above* the members of the club. The "democratic" leader was in the group. He asked for suggestions from the group which discussed and voted on all decisions, and he explained the entire project so that work could go on even if the leader was not present. The *laissez-faire* leader was apart from the group. He stood aside, volunteered no help, and the pupils did as they pleased.

The same children were shifted about from group to group, so that they had experience with each type of leadership. The same teachers served sometimes as autocratic, sometimes as democratic, and sometimes as *laissez-faire* leaders. The children all worked on the same projects and were evenly matched in all the groups; unusual precautions were taken to be sure that the observed difference would not be due to differences in group members, personality of the leaders, the equipment or content of the work. Dr. Watson admitted, however, that the teachers themselves were in favor of the democratic method before the experiment began, so that when they were autocratic leaders they were really only playing the part, being democratic at heart. But this probably introduced less error than having different teachers for the different rôles, because of the strong difference in individual personalities. A group of scientific observers, separate and unknown to the club group, recorded all the conversation and kept a minute-to-minute account of what each of the group members was doing. Moving pictures supplemented the record.

What was the effect on the children as they went from one type of leadership to another? An analysis of the records showed that one of the most significant differences appeared in the attitude of the group members toward each other.

"Under democratic leadership the children were friendly, cooperative, talkative about things in general. They had more constructive suggestions to offer, and more often praised one another. There was, as a matter of count, three times as much con-

versation about matters outside the immediate club project in the democratic as in the autocratic atmosphere. The autocratic atmosphere seemed to show much more tension. This was revealed in two contrasting ways. Some children were subdued and repressed. Others were aggressive and defiant. Usually they were submissive toward the leader but aggressive toward one another."

The amount of cooperation varied markedly. Reports of the conversation showed twice as much use of "we," "our" and "us" in the democratic as in the autocratic groups. In the latter, the boys were more self-centered, demanded more attention and were more inclined to praise their own ideas and belittle others. Dr. Lewin remarked of this difference in cooperation: "In our experiment, every individual in the democracy showed a relatively greater individuality, having some field of his own in spite of the greater 'we' feeling among them, or perhaps because of it." Apparently cooperation and individuality went together.

Naturally enough, the *laissez-faire* group showed more aggressive actions per meeting than the other two types of control. Aggressive actions recorded were: for *laissez-faire*, 38; for autocracy, 30; for democracy, 20. Since the children in the *laissez-faire* group had little to do, and since there was no cooperation, they had less space for "free movement" and interfered more with one another, which gave rise to more aggressive acts.

As to the work accomplished, the democratic group seemed to be the most efficient. "The quality of their work was better because the children were more careful; they offered more suggestions for improving the work, and fewer of them left their part unfinished."

When a group was shifted from an autocratic to a democratic control, the results were striking. Because the group had been under the close supervision of an autocratic leader, the boys often over-reacted to their chance for freedom and ran wild. But this initial period of reaction from the strain of long repression lasted only for a few days, until the group adjusted to their new freedom.

When the children were later interviewed about their preference in leaders, there was no doubt about their choice. Ninety-five per cent of them preferred the leader who had been following democratic procedures in their group. The second choice was 75 per cent for *laissez-faire* control as against autocratic.

Summing up the results of this experiment, Dr. Watson pointed out that the following general truths seem to emerge:

"Democratic procedure is not a 'fad' of progres-

sive educators; it is the psychological environment which best develops friendliness, cooperation, initiative, responsibility, objective attitudes, and the essential skills upon which democratic government must depend. Autocracy may look like the simple way of getting results at the moment, but the evidence is indisputable that it sets up tensions which find expression in either submission or attempts at aggressive domination. In the light of this evidence it is inconceivable that any teacher or parent, or youth leader, or government official who genuinely seeks democratic goals, will find it 'too much trouble' to use the instrument of democratic, cooperative planning. The merit of democratic human relations in our classrooms may be discovered anew each day."

WHILE all the issues of democracy and dictatorship are being heatedly debated, we remember that it is the young people growing up today who will mould the new world according to their beliefs. "We are therefore especially concerned," said Mrs. Sidonie M. Gruenberg, "with the kind of discipline needed in a world we wish to keep free. We ask ourselves, how can young people be disciplined for freedom?"

"We need, of course, to restate the goals and practices of discipline in terms that are democratic. Most of us are quite clear about the definition of terms, unlike the little boy who defined cooperation as something 'you gotta do.' 'You know,' he explained, 'in school when you don't do what you're supposed to do the teacher says you're not cooperating. Then you gotta do it.'"

But though we know what our democratic aims are, in actual practice, when we want things done by children we continue to use or to imply that sinister little phrase—"or else." This kind of discipline may be effective in a specific case. By these means you may get a child to do what is wanted at the moment, but in the long run it does not build up a philosophy which respects individuals, and which places personality above power. It hardly makes for friendly feelings of cooperation, and for a willing acceptance of the responsibilities along with the privileges of democratic living.

When we seek to accord our children freedom, we sometimes forget that real freedom requires an even more severe discipline than any authoritarian regime because the control must come from within. Many foreigners who now come to this country view with admiration the vitality and vigor of our youth. But they are puzzled by the young people's attitudes. One visitor was amused to watch a husky thirteen-year-old

boy sitting silently at his breakfast while his mother waited on his every need. The boy made not a single move or gesture to indicate that he was either concerned or in any way even aware of the care and attention he was receiving. He just sat there, taking it in passively, exactly like an infant.

What troubled this observer was not so much the boy's just sitting there and making not the slightest effort to help—perhaps his job at that moment was to eat his breakfast and get to school on time. "The troubling point," Mrs. Gruenberg emphasized, "was that again and again he had observed this detached attitude in young people. They take their home and their parents for granted. They assume that life should be made as easy and pleasant for them as possible, never feeling any obligation to make things easier and pleasanter for their parents."

Quite rightly, visitors to this country find it difficult to understand why our homes and our schools are run so entirely for the children. Our young people seem never to find themselves engaged in responsible activities, in real give-and-take situations, except while at play. It is all too seldom that they work *with* others and *for* others. We must realize the danger in expecting and demanding so little of youth in our day to day living. There can be no sharing of the benefits of democratic living unless there is also a sharing of the responsibilities.

In our search for an effective kind of discipline, we become alarmed at the wide diversity of interests in America, at the apparent lack of unity in our common life. On the surface, the model of unity which we see in fascist countries seems so efficient, so dependable—though we cannot know what is seething beneath the coercion. We watch with admiration the model of unity in England fighting for her life, unifying all her energies for this emergency and subordinating everything else to it. We can learn much from both these models, but we cannot pattern our own lives after them. We must work out a unified and long-term discipline suited to our own needs. Above all, we must retain the permanent concern with the personal worth of individuals.

It is important that we learn to think of discipline as a means and not an end. Often parents depend too much on the devices of management, instead of the fundamental quality of their relationship to their children. They worry too much about such devices as spanking or not spanking, instead of the attitude behind the punishment. "If parents make up their minds that they will *never* spank," said Mrs. Gruenberg

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Sex Education: Facts and Attitudes

Chairman: Anna W. M. Wolf

Speakers: Caroline Zachry, Benjamin C. Gruenberg, Lawson C. Lowrey, M.D.

Parent Discussants: Mrs. Reginald H. Colley, Pauline Rush Fadiman, Jean Schick Grossman, Irma W. Hewlett, and Mrs. Dean K. Worcester

Does early sex education influence a child's later adjustment to his sex problems? Are the "facts of life" enough? What is the function of the home? the church? the school? What can we do to orient youth toward marriage and family life?

MOST parents today, and most educators, too, recognize the inevitable need of providing some sort of sex education for children. But where the responsibility for sex instruction should rest—on the home, school, or church, or perhaps on all of them—and when and what kind of information should be imparted, these are still questions for active discussion. The new emphasis is toward a fuller consideration of the emotional attitudes involved in sex education. For example: How do early childhood feelings about the body and its functions affect sex attitudes in later life? How do parents' unspoken attitudes on sex matters influence the sex development of their children?

Dr. Lowrey pointed out that the reason sex education is so complicated a job, that we single it out for so special a kind of education, is because matters of sex education are not matters to be educated through the intelligence alone. What we are dealing with here are those unconscious or emotional factors in the life of human beings which give to the whole matter of sex an extraordinary importance in our thinking, our doing, and especially in our taboos and social restrictions. It is difficult for adults to take a sound and emotionally stable attitude toward sex education because their feelings in this area are bound up with their own childhood experiences. The most important discovery that has been made in the last forty years in the history of human psychology has been the awareness of continuity of mental life, including sexual life. Whatever is experienced by the individual is never lost. It would be well, therefore, for parents to know the stages of sexual development that children pass through before they achieve maturity.

Clinical research has given us considerable knowledge of the different stages in the child's psychosexual development. The child does not start as a heterosexual person, that is, with his affections centered on a member of the opposite sex. His first step toward heterosexuality is the "hedonistic indi-

vidualism" stage. At this time the child is interested primarily in himself. He is egocentric and self-centered, showing no regard for the outside world except as it affects him.

With this phase comes a great deal of anatomical investigation. This seems reprehensible to the adult; usually he has forgotten his own earlier experiences. Often when the child first discovers his genital organs, he encounters repressive behavior from his mother who is panicky about meeting this situation. There are some mothers who are constantly looking for things to be panicky about, because of their own neurotic anxiety in facing the problems of life.

Following the early egocentric stage the young child enters the period in his development when, although he is still interested in himself, he is beginning to be interested in others regardless of sex. At this point the psychological differentiation between the sexes begins, with the accompanying conflict and anxieties over sex differences, both in girls and boys. Here we meet the much publicized Oedipus situation of excessive attachment to the parent which is often described as if it were abnormal and pathological. Seen in its proper focus, we now regard much of this feeling as essential to the normal development of heterosexuality.

Following the bi-sexual development in the growth of the child usually comes the "homo-sexual," when many children's interests are primarily centered in their own sex. The homo-sexual drive may be quite strong, but is usually quickly passed through. "Crushes" during this period may be one manifestation of normal sexual development. "If our heterosexual culture were too intense," says Dr. Lowrey, "we would have all men fighting all men and all women fighting all women."

Finally the child reaches the period of heterosexuality. He breaks away from the parent and becomes interested in the opposite sex. The parents must realize that though it is a healthy sign when the young adolescent falls in love with an older person of the

opposite sex, it is healthy only if the attachment doesn't last too long. At this stage parents must be prepared for love affairs which occur between the boys and girls in their own set. Sometimes adolescents have love affairs with people who have nothing at all in common with their interests, who are unsuited to one another. This is not a healthy sign, and such adolescents should be given careful guidance and consideration, as it often shows emotional instability in their personality.

Dr. Lowrey emphasized the fact that it is the sound, emotionally stable attitude of the parents at this early age that sows seeds of adjustment later on. These parents realize that the young child must experience these different phases of psycho-sexual development in order to have a satisfactory love relationship when he matures. And one of the greatest difficulties in sex education is the adult's inability to understand the conflicts which are going on in his own life, and how and why these conflicts are determining his failure to have a healthy normal relationship with his children.

In summing up, Dr. Lowrey emphasized that children learn their sex attitudes from their parents. Whether parents are consciously or unconsciously giving the child "facts" is unimportant compared to the proper emotional attitudes they have helped to build in their children.

IN her work with adolescents, Dr. Zachry finds that these emotional attitudes are particularly important for older children. She feels that young children are not as emotionally involved in their search for facts about sex as are adolescents. With adolescence comes a strong emotional reaction to sex. It is easier for the adolescent if he knows the facts, but having these facts does not mean that he is educated or feels secure in his knowledge.

Unfortunately, she points out, the adolescent has usually received a "dose of sex" at some time. We have given him encyclopedic answers, thinking we could do it once and for all, and he has usually entered adolescence with "fancier ideas than nature's." The facts of life bear repeating again and again, for at different ages they take on a different meaning. Parents and teachers realize that many school subjects must be taught and repeated year after year in order to give children a clearer understanding and vision as to what they are all about. Yet in all of our instruction in sex matters we act as though sex information, once told, can be dropped like a dangerous insect, with a sigh of relief.

Dr. Zachry believes that because sex education is a

part of life, it cannot be isolated from the school curriculum. But this doesn't mean just a "Sex Education Course" added to the curriculum to teach facts the way we add a course in advanced algebra to supplement our mathematical knowledge. It means that sex education should include discussion of social relations, of marriage and the family, and be an integral and natural part of the adolescent's studies in biology, physical training, art, English drama, home economics, and so forth. It means that everybody in the school should be alive to the opportunities in the school of today to help youth to adjust himself to an ever-changing world. In the classroom, in their plays, in clubs, as well as in dancing class, boys and girls should be given the opportunity to work and play together without awkwardness.

The doctor or teacher to whom the adolescent confides must help him to express freely his anxiety about his body. The school doctor should give these youngsters enough time and encouragement to talk about their own body changes, "their own private pimples and not pimples in general." They want to know such things as: "How can I make myself more attractive?" "What do my parents and teachers expect of me?" They need the comfort of being told they are not alone in their worries and frustrations.

If a boy is worried about his size in comparison to others, he should have a chance to talk this over with someone who can explain to him the meaning of normal growth differences. Often he is not entering into social activities because he is self-conscious; he thinks there is something wrong with himself. Our findings about the differences in the human body, its growth and its changes need to be explained naturally and tactfully, and always with a personal slant.

The significance of the social changes in the lives of the men and women in 1941 should also be conveyed to the youth in 1941. We must help them to become socially adjusted to their maturing rôle. This is not simple, particularly in a world as confused as ours. But at least we know youth will be less confused if he knows about the shifting values and the new adjustments which have to be made, and how through a better understanding of himself he can more clearly think out his new adjustments to the world around him.

There can be group discussions against a background of what is happening in society in general, and how youth can best fit into the new world they must help to mould. "But," Dr. Zachry adds, "bull sessions among young people, and group conferences can't take the place of talking to a sympathetic adult."

It is because with the adult the adolescent feels no competition or self-consciousness. He doesn't have to boast about his popularity with the opposite sex, the way he has to pretend with his friends. He can be honest.

In spite of their surface sophistication, most adolescents today are still terribly confused and worried about their successful sexual adjustments. "Our boys and girls are not free and easy in their problems. They are pretty thoughtful and frequently overanxious. They are afraid they cannot make the grade. Today's adolescent is going at the problem of sexual adjustment with a great deal of care and consideration; he isn't being lightweight about it, as we accuse him. He isn't just promiscuous. There are just as many virgins as there used to be."

Unfortunately not all teachers are understanding enough and equipped to do this guidance work. But if sex education is to become part of the entire school life, not one isolated aspect of it, the teachers must be men and women who understand the social significance of the position they hold. They should be able and willing to give of their time, their energies, their understanding, their hearts in an effort to help young people to adjust themselves to a very confused world.

Dr. Gruenberg, too, strongly emphasizes the necessity of not consigning sex education in the school to isolated sex education courses, and the need of guidance and orientation as well as facts for young people. "In no field of education is our failure to distinguish between 'facts' and 'attitudes' more confusing than in that of sex education. The very controversies as to whether the schools should or should not do anything in this field reveal confusion."

There is no need to elaborate these facts—there they are. The point is—what shall we do with them? Sex education and sex instruction are two different things. Knowing the "facts of life" will not solve individual problems, nor will knowing the consequences of disapproved acts insure conduct that is socially acceptable. The chief obstacle seems to lie in our inability to disentangle the facts from our traditional attitudes and practices. So long as teachers and parents and trainers of teachers continue to think of education as a process of imparting only facts and explanations we can hope for little effective sex education.

It is because sex education is primarily a direction of attitudes, a day to day guidance and counselling process, a mingling of the intangibles, that the parent and the teacher feel so insecure. Once sex education

has been taken out of the realm of mere "fact-giving," the bitter controversies as to whether the home or the school should take the responsibility can be faced more honestly and effectively. We cannot expect teachers and parents to impart wisdom and experiences to children if these teachers and parents continue their own ancient anxieties and sense of sin about sex. We cannot ask research institutes to give us the correct answers. The child is a growing organism, influenced by everything that happens to him. Each child is unique in that there are no two children alike; each is different in his inner drives and needs.

Should we trust the sex education of these different individuals to the teachers who, generally speaking, are as baffled and helpless as the parents, their contemporaries? These boys and girls need to be guided in the formation of sound attitudes toward themselves as males or females, toward the opposite sex and toward a wholesome acceptance of the subtle and far-reaching rôle of sex in the adult life? With their present equipment, most teachers cannot do what the home is supposed to do and is just not doing. The problem as Dr. Gruenberg poses it is: Should educators retrain the teachers or should educators train the parents? Or should all the effort be put on training the children, our new generation of parents?

No matter what the arguments and controversies for or against sex education, sex is always an inherent part of the child's growing up in the community. He is exposed to it in the news, the movies, the advertisements, in fiction, songs and jokes. As long as homes and schools continue their traditional teaching about sex matters as though they had nothing to do with the real life of the people around them, they will only confuse boys and girls. We cannot abandon sex education altogether because neither the home nor the school are now equipped to teach it adequately. What we need is a new kind of sex education adapted to the real needs of the younger generation.

Dr. Gruenberg ends with an optimistic note: in spite of all of this confusion about sex education, schools in increasing numbers are doing far better than they did a year ago, even better than the community demands. Many schools are broadening the scope of their responsibilities by including discussions of sex in the general consideration of life problems, without installing special courses or special terminology. Many schools are succeeding through the selection and training of their teachers in teaching ideals of human relationship with respect to the emotions. They are guiding young people to an awareness of

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Progressive Education on Trial

Chairman: Mrs. Franklin E. Parker, Jr.

Speakers: Wilford Aiken and John Pilley

Parent Discussants: Peter Blos, Edwin F. Chinlund, Frank E. Karelsen, Jr., Mrs. Eliot D. Pratt, Mrs. Hugh Grant Straus, Walter H. Wolff

Has progressive education been successful in preparing children for the modern world? What changes in education are suggested by the recent study of thirty experimental secondary schools?

FOR many parents, progressive education always has seemed to be at the crossroads. Their uncertainties have arisen in part from the existence of many kinds of "progressive educations"; in part, parents have been troubled by the seeming presence of unhappy alternatives. In a program designed to provide for the growth of "an integrated personality through the education of the whole child," it has sometimes seemed to parents that there was a concomitant loss in intellectual power and discipline. Such parents cling to the idea that these could be developed only through the study of logically organized subjects, taught in traditional ways.

Dr. John Pilley pointed up the first of these difficulties when he said, "Under the banner of progressives you find the most diverse and divergent ideals and the most divergent practices." It remains true, despite long-continued discussion of practices in progressive schools and increasing agreement among educators who call themselves progressive, that the general parent public cannot yet find definitions that are lucid and specific. Perhaps it is best to ask, what aspect of the education provided by a school is progressive? Is it the curriculum? Is it teaching methods? Does it lie in the amount of pupil participation in school life? Does it mean small classes, or just more music, art and crafts?

The curriculum has certainly been a focus of problems in education and a source of confusion for parents and teachers alike. It troubles even those who are convinced that some form of progressive education does provide the soundest approach to fundamental educational needs. The main fear has been that loss of stern discipline and the abandonment of traditional subjects might lead to intellectual softness which would show up later. For parents whose children are of secondary school age this fear has been specific and immediate. They have wondered whether John or Mary coming out of a progressive school would make a go of college; whether grades would be satisfactory; whether John and Mary would fit

into the regular college life or would be stamped as "queer."

It is not only parents who have been impressed by the prestige of the traditional, prescribed subject matter. Children, too, as Dr. Wilford Aiken pointed out, have been impelled to follow the college entrance curriculum for reasons of pride, or because they believed that it must represent the best in education. Not only directly, but in many devious ways, there has been a college domination of the secondary school curriculum, a domination that has hindered and often blocked the attempts of progressive educators to rebuild the subject matter more closely around children's needs and interests. "The colleges won't take them," has stopped even the principal or superintendent who had won skeptical parents to a new point of view.

A first step toward an objective answer to these problems was taken ten years ago when the Progressive Education Association formed the "Commission on the Relation of School and College" under the chairmanship of Dr. Aiken. The Commission obtained an agreement from colleges throughout the country that they would accept, without the usual entrance examinations, pupils recommended to them from selected experimental high schools. With the college entrance fear out of the way, experimental schools could educate their children according to their own lights and be free to make curricular changes.

In 1932, after a period of teacher preparation within the individual schools, the first group of boys and girls entered high school under the experimental program. In 1936, these boys and girls, four years older, entered colleges throughout the country. In that year, the Commission put in the hands of an independent evaluating committee composed of college people the task of discovering with what success these young men and women were meeting the problems of college life. The members of this college committee, Dr. Aiken pointed out, had had no previous connection with the Commission.

Although the studies of the evaluating committee are not complete, Dr. Aiken reported significant results based on a questionnaire comparison of 966 students from the experimental schools with 966 matched students in the same colleges who had had traditional subject matter training in other secondary schools. The matching was thorough.

"For each student studied from the thirty experimental schools, we selected another student who had graduated from some school other than the thirty who had met the prescribed requirements for admission to college. We attempted to match these two in every possible way; race, sex, age, scholastic aptitude, home and community background; that is, if a boy from one of the thirty schools is the son of a lawyer, in the home of a well-to-do suburb of a large city, we selected for his comparison, or for his matchee, the son of a lawyer living in that kind of a community and with the same scholastic aptitude as measured by whatever tests the college used."

During the summer preceding the start of the study, the five persons serving on the evaluating committee met to set up criteria to guide them in their analysis. They did this in consultation with teachers from the schools and with professors and deans from the colleges. They concluded that three general areas were to be investigated: intellectual competence, social competence and personal goals.

Dr. Aiken summarized the results of the study as follows:

"In terms of the criteria of college success which were outlined by the college representatives at the outset, and in terms of the suggestions made by several of the heads of the Thirty Schools, it is apparent that the students from the Thirty Schools (the S group), have in general shown themselves to be well prepared for and successful in their college pursuits.

"The members of the S group, when compared with a similar group from more traditional schools (the C group), not only achieve grades of at least equal caliber, but also participate more frequently in campus activities, show a greater interest in contemporary affairs, participate as freely in social life, and have a broader range of interest in æsthetic experiences, both creative and appreciative. At the outset at least, they have an advantage over their fellow-students by reason of having less trouble with study skills and with organizing time. There seems to be no difference between the S and C groups in the frequency of personal problems, in their ability to get along with others and achieve a measure of personal adjustment.

"In reacting to their educational experiences the students in the S group were generally more discriminating than the C group in their comments—a product, apparently, of greater sensitivity and verbal facility. In commenting on their high school background the S group students more often emphasized the value of their training in study skills, and in independent work and research; the comments of the C group were more often limited to their reactions to specific courses. In regard to college experience the S group felt that although they were in many cases getting a start toward vocational training and toward a broad general knowledge, the work in college was not particularly stimulating—often much less so than high school.

"The differences noted in this report would suggest that the students in the S group either make an easier adaptation to their new environment or have gone a step farther and have actually thought through and are acting in terms of their own values. In either case the data are certainly indicative that students who are graduates of the Special Curriculum schools are not handicapped thereby in their college experiences."

The comparison of grades leads to an important conclusion. "Is there any significance in the statistical study of grades?" asks Dr. Aiken. "I think there is. I think it is deeply significant. I should like to say that if the grades made by the S group in colleges are found to be at least as good as those from the C, it means that the ground is laid for greater flexibility and for more fundamental changes in the secondary schools of the United States. It shows that the assumption that college success rests upon the study of certain prescribed subjects in the secondary schools is no longer tenable, and that a fundamentally different basis of school and college relationship can be found."

The effect of these results for the schools and their faculties is as important as for students.

"When the schools were granted freedom there was a great sense of elation," said Dr. Aiken. "They said 'now we are free to do what we want to do.' But that sense of elation very quickly disappeared and instead came a sense of great responsibility and of uncertainty. 'Now that nobody is telling us what we must do, what should we do?' And that forced each school to a re-examination of its purposes, to a reconsideration of the whole problem of its service to these boys and girls, and out of an attempt to meet that challenge to freedom, there has come to every school in the study, according to their own universal

testimony, the most important experience the school has ever known. Without exception, they report that it has resulted in the greatest period of educational growth in the school's history.

"The growth that has come to the teachers and the vitality that has come into every aspect of the work of the school is prized beyond measure. Yet in spite of the high honor, there is nothing easy about it. It has meant endless hours of study and planning and discussion, often to the point of weariness," continued Dr. Aiken.

"But in spite of the weariness, they say that every school in the country should have the experience which they have had. For whenever any school faces its responsibilities and its students realistically and afresh and attempts to think its problems through, something very important happens in the life of that school."

Significant as the effect of this study has been on the question of preparation for college, the education of those who are not going to college is also affected by the report. Ability to prepare youth for college is not the only criterion of a good school. Five-sixths of those who enter the junior high schools never go on to college. Yet few school officials can persuade parents that an education which is good for the banker's children is not equally good for theirs. This has been college domination at its worst. Only when freed from the strictures of college requirements will schools be enabled to individualize their curriculum and give the non-college candidate his just share of attention.

The Commission now says, "As we look ahead, we hope that the schools and colleges of the United States will be able to establish a relationship that will permit and encourage all secondary schools to revise their work so that the needs of all American youth may be met more fully whether they are going to college or not."

The work of the "Commission on the Relation of School and College" has undoubtedly produced a

conclusion that must be examined and pondered by every educator and every parent. A full report will be published at the end of 1941 and the beginning of 1942 in six volumes.

However fundamental this research into the results may be, it does not of itself make it possible to say that Progressive Education is no longer on trial. Some hint of this fact is contained in Dr. Aiken's statement that not curricular change, but the freedom to meet problems, was the great boon to the schools. Dr. Peter Bos, as a parent discussant, stressed this point by warning against the belief that any single curricular device, such as the so-called "core-curriculum," was the solution to all educational ills. "If one chooses to develop a curriculum along the lines of progressive education, it has to remain truly experimental," said Dr. Bos, "and if it does not, it becomes just as rigid as any traditional program and just as useless for pupil development."

Dr. Pilley's warm plea for personal relationships in the educational process touched on another problem in the development of personality—the growth in the child of a sense of personal integrity that shows itself in genuineness and sincerity. Curricular change cannot produce this; it is a product of the teacher's honesty of purpose and method. Dr. Pilley turned our attention toward the spirit and emotion that enter into pupil-teacher relationships and which determine so largely the education of children in its deepest sense.

Progressive education remains on trial, while each one of its aspects is explored and analyzed. Perhaps the most important contribution of the panel discussion was a tentative definition of progressive education that would be as useful for parents as for teachers: progressive education is concerned with all the children and seeks directly to meet their needs by appealing to them through their interests; it is always experimental and open-minded and is, in all its personal relationships, infused with the warmth that makes young people grow brave and strong in a strange and menacing world.

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Education for Today and Tomorrow: Impact of the World Crisis

Chairman: Mrs. Henry Goddard Leach

Speakers: Howard Yale McClusky, Reinhold Schairer and Irwin Edman

*How can education equip young people to take part in an uncharted tomorrow?
What is the challenge of Europe to American education?*

LOOKING at the present state of education under the cloud of the war crisis, inevitably brings into focus the more general problem of youth today. In the sixth year of its studies, the American Youth Commission has reached certain conclusions and recommendations that merit our serious attention.

Dr. Howard Yale McClusky pointed out that the present problem of youth is a difficult one, chiefly because the recent rapid development in our culture has left a large gap between the dependent child and the adult: in this gap flounder four million unassimilated boys and girls of approximately sixteen to twenty-five years of age. In earlier days our population was much more homogeneous in its customs, its outlooks, and its activities, based largely on an agrarian way of life. Children were a definite economic asset to the farm family, and they had a recognized opportunity to become members of the community.

"But lately," said Dr. McClusky, "there has not been so much room. The surplus which our new technology has created extends to the young people themselves. We have developed neither agencies nor a program to care for this surplus."

We cannot contemplate with equanimity this wholesale exclusion of tomorrow's citizens from the work of the world around them.

Of course there has always been a youth problem in the sense that as young people increase in power, they constitute a threat to their parents who find it hard to accept the adulthood of their children. The older generation is reluctant to yield its power; and the young people press against the established order. Now all this is doubly accentuated by the present surplus of unemployed youth.

The fact that four million young people are neither employed nor in school, about one out of every five in this age group, is an index of our failure to assimilate the rising generation. We know that nearly

two-thirds of farm boys and girls will never be able to make a living on farms.

"Our secondary schools have not prepared most of the young people for life. It is not even certain that they have properly prepared the fifteen per cent who went to college," said Dr. McClusky.

Some of the deficiencies are suggested in the Commission's recent publication, "What the High Schools Ought to Teach." It shows that our efforts to educate large masses of children through the secondary schools have improved; but this education is dominated by the requirements of the colleges, which most of these children will never attend. In this way the high schools have been held back from developing their functions in a way that would work in with the realistic needs of the young people.

Too often it is mainly the family's financial limitations which decide which children shall go to college. "The economic level of the parent, rather than the I.Q. of the child, determines the educational, and, later, the occupational level of the children. We could replace the present college population immediately with boys and girls of equal ability. More scholarships and subsidies are urgently needed."

The recreational and social provisions for young people between sixteen and twenty-five are quite inadequate. A survey in Maryland shows that only 25 per cent have any group affiliations. Conditions are vastly better for older people—those above thirty, who have found themselves, or who can afford commercialized recreation.

"What is desperately needed is that we put more energy into the task of bringing young people into partnership with adult life. Policies with respect to youth are determined by people over forty-five. If the older and younger generations work together much can be done. For example, the Community Council of Greenville, South Carolina, furnishes opportunities in leadership for young people in a program of apprenticeship in community service. Here

youth matures in partnership with adults in efforts to improve the common life of the town. The project in turn instills new life into the citizen leadership of the community."

Undoubtedly the defense efforts will increase jobs all around. For youth it will probably increase training opportunities, although the tendency is toward mechanical and specialized training, rather than of a more general nature. The needs of girls, for example, are almost wholly neglected. Hardly anything is being done toward preparing young people for marriage and home-making. The group most in need is the one from sixteen to twenty-one years. And this is the group which is most completely neglected.

While it is true that only five per cent of the seventeen million young men registered will be called for training during the coming year, the possibilities of the draft keep employers from hiring them. So though the defense program does alleviate the situation somewhat, at the same time it also complicates it. And it does serve to postpone a consideration of the more fundamental and long range problems.

The American Youth Commission has made the following recommendations: (1) The facilities of the National Youth Administration and the CCC should be extended. The NYA now includes seventeen-year-olds, and its services are no longer restricted to the unemployed. The CCC program is also being modified. (2) Work apprenticeship training programs should be planned to assimilate young people into industry. "If adequate opportunities in private industry should fail, we must provide remunerative training and work under public auspices, although we say this reluctantly." (3) In education, our schools must face the actual conditions and needs of young people more realistically and constructively; and the basis for a program more suitable to the modern world can come out of the vast amount of research that has already been done.

In conclusion, Dr. McClusky emphasized the belief that "the failure to find a place, to get a hold on life, is devastating, especially in the lower occupational groups. We must be more ingenious about utilizing the resources of youth. We must match the efforts of the dictators to take young people into significant partnership in our common life."

The bombing of Coventry furnished Dr. Reinhold Schairer with a text for his talk on education for tomorrow. "To appreciate the light, we must have a blackout," he said. "Coventry as a spiritual experience and as a dynamic educational force will go on."

For seven years the industrial city of Coventry has had a unique youth council cooperating with the town council. Its excellent school system combines four years of apprenticeship with general education, and by this means youth is absorbed into industry. This work-and-education plan would naturally culminate in a new technical university.

At Versailles, in 1919, education was forgotten. Our next attempt to settle world affairs after this war, Dr. Schairer believes, will have to consult statesmen in education, as well as political and economic statesmen. A Committee of Fifteen at London University is already at work on plans to meet the problem of youth and education after Hitlerism is beaten. Without such preparation there can be no lasting peace—only new outbursts of nihilism and continued chaos.

Can American education look forward, think constructively and imaginatively about these long range problems? Dr. Schairer said we must look forward to real peacemaking through a partnership of experts in child psychology, in education, in human relations and social welfare. These will be needed more than the expert in international law. The solution of these problems of enduring peace and order is our common task.

Dr. Schairer affirmed his faith in the undaunted spirit of the English common people as the force that will beat Hitler. "The schools of England (and these do not mean Eton and Harrow) have that inner spirit of kindness and friendliness and mutual aid that goes beyond academic subjects and examinations." This is the spirit that will beat Hitler. *But when he is beaten, what shall we do?*

Among the things we must do is to eliminate definitely youth unemployment—we can have no wholesome life when a large part of the population is excluded from its share in the economic life. Trade unions, industrial schools, and churches must cooperate to this end. Youth unemployment created Hitler—we cannot tolerate it in a democracy. It is the one unmistakable challenge European youth has given us. Another thing we must do is to bring back to the family more of the continuing education of its members and strengthen it as a basic functional part of life. And we must restore to education its spiritual and moral background.

Professor Irwin Edman asked us to consider what those who are now in the colleges are thinking. Even though they are a minority, they are an important minority in the work of planning for the years immediately ahead.

"In the urgency of the present crisis, there is a

tendency to postpone consideration of psychological and social problems. There is a certain hysteria in dealing with the crisis. National defense is indeed a paramount issue if taken broadly enough. We should wish to re-establish a *morale* for a democratic civilization."

For a long time now civilized and liberal minds have been living by three main faiths; these are our faith in human nature, in scientific method, and in democracy. For many thinking and sensitive people, the war seems to have undermined each of these.

How can we contemplate the inherent dignity of man while piling up daily records of horror and chaos? The psychiatrist has not been helpful. On the contrary, he has continued to be preoccupied with the seamy side of our alleged nobility. As for scientific method, we had expected the popularizing of science to make life a paradise with miraculous gadgets to implement a race of gods. But science, which was to remodel the world into a better habitation for a nobler mankind, seems to have turned out to be merely a set of technical devices for diabolical destruction. And we are reminded that democracy itself has been fumbling in industrial confusion. In dictator countries there is at least faith in the dominating order under which they work. The liberal intelligence must face this indictment against democracy.

"It is these three faiths which constitute the liberal intelligence, and which must be re-established. If we are not to abandon the inspirational work described by Dr. McClusky and Dr. Schairer today, with their great promise for the future, we must restore these faiths."

"In any aim at educational reconstruction in a postwar world, it takes the spiritual dimension to give moral significance to what we are doing." Dr. Edman still takes mild exception, however, to some of the emphasis on the supernatural which has been emphasized in the spiritual revival of postwar times. He feels that we have given supernaturalism a chance for over two thousand years; and that "the spiritual dimension is implicit in the democratic hope itself."

We have plenty of evidence all about us today that there is no reason to abandon our hope for these faiths. Human nature is not everywhere disrupted and depraved. Our faith in the inherent dignity of man is restored by the composure and moral stamina displayed by the English people, the young people and the old, under terrific strain. It gives us new faith in the inherent dignity and nobility of the common man.

(Continued on page 64)

for your boys
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Parents' Questions and Discussion

ANNA W. M. WOLF, Editor

When I was a child I had such a miserable time in school that I welcomed progressive education and felt that now, at last, I could give my children the kind of education I should have had. So I started them in nursery school at an early age, filled with enthusiasm at the idea. And now, when they are seven and nine, I suddenly find myself filled with doubts. The seven-year-old can scarcely read a word; the nine-year-old reads beautifully, but seems never to have heard of the multiplication tables! The teacher points to their drawings and their carpentry as something extraordinary that should compensate, but I wonder about it. Haven't hard facts and drill a place that just can't be dispensed with, and aren't these early formative years the time to get them?

Perhaps your first mistake was in expecting a progressive school to be an educational Utopia. Perhaps you don't realize the extent to which even bright children progress unevenly in school, and that many a second-grade child is having trouble with reading and a fourth-grade child with arithmetic, regardless of drill. Also, one must realize that there are inferior progressive schools as well as any other kind, and that there is no reason for damning progressive education as *such* just because one has a bad personal experience.

I suggest that you visit, over a definite period of time, some progressive school which you have reason to believe is first-rate of its kind. See if drill and facts are really as lacking in the curriculum as you think, or whether they are introduced by methods and in ways that are different from what you got, and therefore unrecognizable from a superficial viewing. Find out how the children rate on actual standard "achievement tests" as compared to children in traditional schools. Often they are behind in the earliest grades but catch up and surpass the others later on. Visit the upper grades and see how the children over a longer period have learned to deal with facts and how the quality of their thinking seems to you. Lastly, with a comparable "traditional" school before you, definitely make up your mind which is doing the better job. The article "Progressive Education on Trial," in this issue, will give you much material as to how the two groups of children compare when they get to college.

My daughter, aged eleven, balks every once in a while and refuses to go to school. She says she is "tired of it," and does not see why she has to go every day. She gets exceptionally good grades, so I don't think that absence would seriously hurt her work. She is quite mature for her years, and at home has had a good deal of experience in making her own decisions. "Forcing her" to go to school seems to me out of harmony with the democratic procedures we have always used at home. What should my attitude be in this matter?

Keep to your democratic procedures and talk over with your daughter the whys and wherefores of regular school attendance. Actually it is not you, merely, but the law of the land which provides for compulsory education. Such a law safeguards the rights of children to an education in spite of negligent parents. It is important, also, to show her that there are definite "have-to's" in a democracy as well as under any other system. There are "have-to's" in your life, in her father's, and in everybody's. Discuss what these responsibilities are, and the chaos that would result if we constantly questioned the daily regulations of our civilization. Find out, also, why your daughter wants to stay home. Is there anything wrong in school? Does she dislike her teacher? Or is she ill at ease with her schoolmates?

Once in a great while you might make a concession to a cold, a headache, or just general irritability and fatigue, and treat them as a legitimate cause for staying home for a quiet day in bed or resting. Frequently the child who is "never sick" needs the occasional rest that the less robust child usually has. Naturally there are some dangers to these concessions, and they should be few and far between.

Children, I believe, should discover that democracy does not mean that at eleven years one's judgment and right to an opinion are as good as an adult's. We are glad to hear their opinions and will always respect their feelings and point of view; we will talk over plans and try to come as near as possible to their wishes. But, realistically speaking, at eleven years the ultimate authority is still in the hands of adults. Democracy in the home does not mean that parents should abandon their best judgment and, in an impasse, yield to their children's necessarily immature view of things.

My boy of sixteen is taught about sex and reproduction in connection with science courses in his high school. The biology teacher seems to do this very well, and it has seemed to me that this impersonal scientific atmosphere is far better than anything his mother or I might say to him at home. My wife, however, thinks what he gets at school is insufficient. I would like your advice.

The school may give excellent factual instruction and do a great deal of important work in clearing up all kinds of misconceptions about sex processes that young people may have. But although the school may perform an important part it can never take over the whole matter of sex education. Young people need a chance not only to know the correct facts but to develop also sound attitudes. Sex education is not merely "scientific information"; it is growth in understanding of all that goes into an intimate relationship between a man and a woman and of the responsibilities and problems involved.

Sixteen-year-olds are bothered by lots of things biology courses rarely teach. They are bothered about their personal bodily changes and wonder if they are "normal." They are bothered about "dates," what qualities girls like in boys, and what the customs of their own group demand of them. They are bothered about prostitution, venereal diseases, homosexuality, sex crimes, and the "seamy side" generally. They are a confused mass of pseudosophisticated braggadocio, childishness and romantic yearnings. And they are more bothered than you might imagine by the moral side of the whole matter. While parents are not the only ones to help them in their quests, a chance to talk things over from early childhood on is of enormous value.

It seems to me that from every side my children today are learning that the world is in chaos, that not right but brute force is triumphant, that there are no moral values which are unquestionable. I find many young people cynical. They point to "the mess of the last war and its peace" and to the economic upheaval everywhere, and seem to find themselves without any answer or plan of action for their own lives. I am sure that we, their parents, are partly to blame for this nihilism, but both my husband and I feel deeply that it is unhealthy. What can we do?

First, hold firmly to your own view of right, whatever it is, and let your children know that you not only hold to it but take action, too. In other words, the clarity of your own thinking and doing are

of primary importance. Be ready to talk to them, and listen respectfully to their views at all times. Don't try to claim infallibility. Such and such a course, you may say to them, is your best guess as to how to help achieve the better state of affairs in the world that we all long for. Be ready to admit possible mistakes in the past education that you yourself have given them, and talk over how much we have all been forced to learn in the past decade. Be slow to conclude that they are cynical, and never openly label them as such. In the last analysis, your own need for deeply held convictions are likely to have their effect. The clearer you become about what values are worth fighting for, the greater the effect on them.

It is probable, too, that much of the state of mind you observe in adolescents is due to their own inner chaos, insecurity in respect to marriage and to jobs. Often these personal problems turn out to be more important than the philosophic doubts about which they are so vocal.

I have never believed much in punishing my children, and always tried to use more reasonable methods with them. But as I have watched my friends who do punish their children, I notice that those children obey much better than mine. They come at once when they're called, while mine seem to argue about everything. I begin to wonder if punishments might not have been a more effective way after all.

More effective for what? If you were trying to make your children merely obedient, punishment might have been an effective way to do so. If you were hoping to have them grow into happy human beings, capable of doing their own thinking, able to act both independently and cooperatively, then perhaps yours was a better way. The fact that the other children obey promptly need not mean that they do so gladly or intelligently. The fact that your children "argue" does not necessarily mean that they will not learn to do what is best *because* it is best—or even just because you say it is best, if they have learned to respect your judgment. Children can accept a firm thoughtful control which they learn to respect over a period of years—and in the long run will grow toward the kind of self-discipline which is sorely needed for the smooth functioning of a democratic way of life. Furthermore, a relationship between parents and children which is based on confidence, rather than fear, is more likely to invite young people to look to their parents for guidance in the years of adolescence and young adulthood.

Suggestions for Study:

Our Children—1940: Facing the Demands of Today

GUIDING PRINCIPLES

I. DISCIPLINE

Experimental study tends to show that children behave more constructively and responsibly under conditions where an adult assumes a rôle of democratic leadership, than under conditions where the rôle is either autocratic or entirely *laissez-faire*. It is of great importance for parents and teachers to distinguish between these types of adult rôles and know clearly what is meant by "democratic leadership."

II. SEX EDUCATION

The scientific facts of sex and reproduction are only the smallest part of the task of sex education. Real sex education is an education of the emotions, and must affect attitudes and feelings. Young people are interested in themselves—their own bodily changes, their own dates and relations to the opposite sex, what they read in newspapers and cheap magazines. It is at these points that they need help.

III. PROGRESSIVE EDUCATION

A careful study of students in colleges shows that young people from "progressive" and other schools which have been left free to develop their own methods and curriculum, do approximately as good work as those from traditional schools or those students chosen on the basis of college entrance examinations. In extracurricular activities, in interest in cultural and æsthetic matters, the students from the special schools show definite superiority over those from the traditional.

IV. THE NATIONAL EMERGENCY

In meeting the present emergency for national defense, far more than military measures are called for. It is as necessary for youth to understand what they are fighting for as how to defend it. Education has a special responsibility for keeping alive the values inherent in American life.

QUESTIONS FOR DISCUSSION

1. Mrs. R. has seen enough of the children of her so-called "modern" friends to be pretty sure that if these are the results of "freedom" she intends to use "discipline" in her own home. She finds these children unmannerly, inconsiderate, irresponsible toward their obligations. She believes they should be made to conform to certain standards. What are your own views about freedom and discipline? Discuss the

meaning of democratic leadership on the part of parents as compared to either an autocratic or *laissez-faire* attitude.

2. Mary, aged fifteen, has known the major facts of sex and reproduction for many years. But she does not get on with boys and is shy and self-conscious. What are some of the things that may be troubling Mary and with which biology text books do not help her? Suggest ways in which help might be given both in home and at school.

3. The public school located in the district where the G. family lives has a fairly good standing, but is somewhat old-fashioned and rigid compared with Mr. and Mrs. G.'s ideas of what a good education might be. Both their children are alert, active boys, interested in science, music and current affairs, as well as run-of-the-mill academic work. Under these circumstances what might the parents do to enrich these boys' education? What might an understanding grade teacher do?

4. In a certain community there is a great deal of antagonism and "ganging up" among the children against the Italian children who live in an adjacent neighborhood. Though they all attend the same school, there are no social relations between the two groups and the so-called American children feel definitely superior to "foreigners." Should this situation be accepted as "inevitable"? What is the responsibility of the home and the school to educate toward a truer understanding of American principles?

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Science Contributes

"TRAINING IN CLEANLINESS" *

The following article is an excerpt from "The Psychological Aspects of Pediatric Practice" by Benjamin Spock, M.D., and Mabel Huschka, M.D. Originally published by D. Appleton-Century as a part of The Practitioners Library of Medicine and Surgery, this material has been made available in pamphlet form by the New York State Committee on Mental Hygiene of the State Charities Aid Association. Despite the fact that it is addressed to the medical profession, the pamphlet deals with such subjects as "Weaning," "Nail-Biting," "Temper Tantrums," "Fears, Phobias and Night Terrors," "Feeding Problems" and other normal behavior in such a way as to offer valuable practical suggestions to parents as well. Its discussion of "Training in Cleanliness" is herewith reprinted in its entirety.

RECENTLY many of us have revised our theories as to the time when toilet training should begin. In the past, mindful of the burden on the mother due to the baby's soiling and wetting, the major emphasis was placed upon establishing bowel and bladder control as early as possible and, intrigued with the discovery that babies actually *could* be made clean and dry at a very early age, physicians and lay individuals as well enthusiastically formulated and disseminated concrete instructions for attaining this end.

Of course, it is laudable to relieve a mother from unnecessary and unpleasant burdens, but many of us have come to realize that if we are to keep in mind the total welfare of the child, mental as well as physical, there are other claims as important even to the mother as is the need of the mother or the nurse to be relieved of the trouble caused by the baby's wetting and soiling. In other words, the more we study the origins of emotional maladjustment and psychiatric syndromes of a more serious nature, the more we are impressed with the fact that premature and drastic toilet training are often important contributing factors in the development of emotional difficulties. In his clinical experience the psychiatrist has been faced with evidence from two sources substantiating this point of view. First, the psychoanalysis of adults suffering from psychoneurosis often uncovers difficulties during the toilet-training period which were crucial in the development of the neurosis. Second, the psychiatric examination and treatment of "problem" children has often revealed in the histories of such children a high inci-

dence of serious emotional reaction to excessively early of vigorous toilet training. Furthermore, with our present tendency to center our "mental hygiene" efforts on younger and still younger children, there is a growing body of evidence secured by psychiatrists regarding children under their observation at the very time of toilet training which indicates that the emotional problems developing during this experience are seriously to be reckoned with.

Granted that the above evidence justifies our at least considering the possibility that early and vigorous training is destructive for the child, let us consider wherein lies the harm of the practice. In the first place, learning to acquire cleanliness is a complex problem for the baby. It involves the development of muscular tone of the anal sphincter, later the relaxing of the sphincter under the stimulus of internal pressure of feces at appropriate times and, along with this, coordination with such stimuli as temperature or contact, say, with the pot, or that of being held in a certain position. Now, if a child is burdened with such a complicated set of coordinations as this before his neuromuscular development has reached the stage where he can adequately cope with such a task, we are putting too great a burden upon him from a mere physical point of view.

Secondly, premature training is an emotionally frustrating experience of considerable proportion. This is evidenced by the marked resistance or excessive compliance frequently shown by the infant when such training is attempted, also by the frequent reverting to wetting or soiling months—sometimes years—after training has been effected, when trouble arises in the child's relationships to those who have trained him

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or to substitutes for those persons, or when he has other distressing experiences, either mental or physical. Again, overactive training often causes the child anxiety about excretory substances; it may cause him to regard them as bad and dangerous things. It is much healthier from a psychiatric point of view to let the child grow up with the idea that the body can be trusted to act for its own good in these matters. Also when the child is requested to defecate or eliminate at a given time and place and finds himself unable to do so, he may develop intense feeling because of a sense of lack of skill. We often overlook the fact that here, as in other fields of learning, it is destructive to force a skill upon a child before he is ripe for it.

Another aspect to be kept in mind is that premature or overactive training may develop severe tension between mother and child, which unless handled very wisely may function as a nucleus of maladjustment through the rest of the child's life. Another difficulty which often arises out of premature training is the profound guilt so often developed when, as might be expected in view of the instability of his neuromuscular system, the "clean" child under some stress wets or soils himself and is punished for it. The anatomical proximity of genital and excretory organs reminds us that it is not by chance that guilt related to elimination sometimes carries over to genital functioning, causing psychological crippling in the functioning of the genitals in adult life. One only needs to refer to the prevalence and many ramifications of guilt in the neuroses to call attention to the importance, from the point of view of mental health, of avoiding the unnecessary generation of guilt.

Not only the child but the mother, too, has suffered as a result of our campaign for early training. She has been made too conscious of the problem. She gets the feeling that she must compete with her friends and neighbors in training her child and, uninformed of the wide variations in the rate of development in infants, if she fails to get prompt results feels that she has lost prestige or that there is something wrong with her child. Again, the importance of training being overweighted, she puts undue stress on effecting it, with the result that the child rebels. The mother now feels doubly defeated, for added to her other difficulties her child now presents the problem of defiance, which is no slight blow to her self-esteem.

Summarizing, we are dealing with a controversial subject, one in which the opinions of behaviorists and psychiatrists are more or less at variance. However, in view of the nature of the steadily increasing body

of data from various sources it would seem that training to cleanliness should be adjusted with a more penetrating appreciation of the infant's welfare in mind, that it should be planned with a keen appreciation of individual differences and that a middle course between too much and too little training should be followed.

Specifically, how shall we proceed in attaining this end? In the first place training should not be started until the child spontaneously begins making his toilet wants known, for this means he is psychologically ready to accept training. This he will do by grunting, wriggling, putting his hand to his genitals or by such signs as a slight flush or a slight tension in the legs. He may begin making his wants known as early as eight months; more often he will do so after fifteen months. To many it will sound like heresy to defer training as late as this but the benefits which follow warrant giving the plan a trial. For example, the training is accomplished more quickly, invariably it proceeds more smoothly and conditioning at this time is more apt to be permanent, the latter because the cleanliness results not through pressure from without but because of psychological mechanisms evolving naturally within the child himself.

In the long run the mother benefits from this method of training as well as the child, for though washing diapers is difficult, many mothers report it is not nearly such a burden as dealing with the defiance of children who are being prematurely forced into habits of cleanliness. In fact many a mother finds great relief when she is given medical backing for deferring the training until her child is more ready to accept it. Any hard and fast rule as to when one may expect to have completed the child's training is to be condemned for such a rule fails to take into account individual differences. About all one can wisely say in this respect is that many children, if properly helped, are dry daytimes and clean at from eighteen months to two years.

The method of training is even more important than the time of its starting. In the first place it is essential to avoid associating unpleasant emotional experiences with the training. Too often a clash of wills results and out of this the child generates hostilities which, because he is so small in comparison to the adult, he dare not express. The only alternative for him is to repress them, thus preparing fertile soil for emotional difficulties in the future. Punishment for failure to conform is contraindicated, for one reason because fear inhibits learning. Praise for success is helpful and if it is not overdone to the point of the

child's attaching excessive value to his accomplishment, it is constructive. Incidentally, it is important to use care when cleaning the genitals in order to avoid the precocious sexual stimulation which results from unduly attracting the child's attention to his sex organs or from stirring up pleasurable sensations.

Once training is begun it is helpful to give the child regular opportunities for elimination but contrary to earlier teaching it is a mistake to overstress regularity. Where a child is resistive, even though the training has been started late in comparison with our old standards, it is wise to discontinue training for a time, resuming it later on when he is more ready to accept it. Suppositories and enemata are contraindicated as educative aids because they treat the child's sphincter as a local mechanism to be stimulated to reflex action irrespective of his feelings and attitudes as a whole.

Where the above suggestions are carried out, the average child will achieve control of bowel and bladder with relatively little difficulty. Occasionally, even where wide allowance is made on the basis of individual differences, one will encounter a child who continues to wet or soil, possibly both, long past the age when he should have achieved training and where physical causes or retarded mental development cannot be held responsible. In such cases a thorough study of the child's relationships to other people and to his environment is indicated to ascertain whether the difficulty is not due to some emotional problem such as rejection by the mother, frustration in some other field, fear of sitting on the toilet or rebellion arising out of friction between child and parent. It may be the trouble is due to his excessive dependence upon his parents which he expresses in infantile wetting and soiling in order to continue receiving their attentive care.

Where some such situation is discovered the physician should understandingly and tactfully assist the family and the child in dealing with it. If, when the situation is treated along these lines the child still fails to respond, it would be well to secure the aid of the child psychiatrist for it may be that the child is clinging to the habit as a defense against anxiety connected with aggressive impulses and the treatment of a problem such as this will require the technics of psychiatry.

Finally it should be emphasized that of the two considerations the method rather than the time of training is of the greater importance, that the training should proceed in an atmosphere of love and trust and that it should be carried only to the point where it is easy and natural for the child.

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Book Reviews

Children in the Family. By Florence Powdermaker, M.D., and Louise Ireland Grimes. Farrar & Rinehart, 1940. \$2.00.

"Children in the Family" is a book which has something to say that needs very much to be said: that children's early feelings about their activities and toward the people around them play an important rôle in their development. It emphasizes the fact that children grow and learn through their relationship to people, and not through some sort of rigid training in the proper habits. Yet the authors, one of whom is a psychiatrist and the other a mother with nursery school experience, offer plenty of help on the many details of health, routine and discipline which concern parents so vitally.

Mothers who have been told that they must never pick up a screaming baby before feeding time, but must let him "cry it out" at all costs, will be relieved to have confirmation of what they have suspected all along. No baby is benefitted by screaming too hard for too long a time. Perhaps the feeding schedule needs to be readjusted; perhaps the baby needs comfort and reassurance in a strange world. Every mother who struggles and worries over her baby's bladder and bowel training will benefit by reading this book. She will see that the child's own strong biological impulses oppose his accepting this training at too early a stage, and the part her understanding and tolerance can play in helping him to accept it comfortably a little later.

And if a mother worries about eating—as what mother does not?—she will find in this book a better understanding of what is really taking place between her and her child in the eating situation. For very few eating difficulties are organic; most of them come about through the fears and tensions of the mother, to which the child has learned to react.

The unique quality of this book is that it combines practical help on many questions with a real concern for children's emotional development. The reader recognizes that the authors are not treating questions about temper, obedience, punishment, sex, as isolated "problems" but are dealing understandingly with children. Occasionally one feels that some of the examples do not go deep enough to show the basic factors which are really at work. What the authors have done, however, is to help parents understand that to be patient and tolerant with a child is not being

"soft"; for patience and tolerance combined with steadiness, provide the climate in which a young child can grow into emotional maturity.

There are also less detailed chapters on the school age child and the adolescent which give a good picture of these stages of development.

One regrets that this book does not have a more attractive format to invite the wide circle of readers it deserves. It can certainly be most heartily recommended to all parents, especially to parents of young children.

IRMA W. HEWLETT

The Arts in the Classroom. By Natalie Robinson Cole. John Day, New York, 1940. 137 pp. \$1.75.

There have been many books on creative education—few, I think, as genuine and as helpful for the ordinary teacher as this one. Mrs. Cole describes in detail her experiments with paint and clay and block prints, with rhythms and free writing, all introduced as part of the regular work of her fourth and fifth grade classrooms in a Los Angeles public school. Incidentally, she describes her relation to these children, and it is here that we see the key to her amazing success. This was no easy teaching situation, of highly equipped studios and highly selected groups. Mrs. Cole's pupils were drawn from underprivileged homes of the most diverse racial and national backgrounds. She faced the usual limitations of space and equipment of the ordinary public school classroom. Only in having a principal unusually enthusiastic and cooperative was she especially blessed.

There are specialists in the arts who might question some details of Mrs. Cole's method. But all of them, I think, would approve the essential spirit of her work—the response she calls forth. For her special gift seems to lie in a rare intuitive relation to children and a genuine desire to let them work in a free spirit. This one feels throughout the book, and here her message is quite as meaningful for parents as for teachers.

This book is not vague with the usual high-sounding generalities. It is specific enough to include directions for mixing clay and selecting tools, and the countless similar small details which so often baffle the uninitiated.

A philosophy is there, too, but it comes through by implication, in concrete examples of the handling of everyday problems. We meet the girl who is afraid to try, the tough guy who scorns these art activities

as "baby stuff," the attention getter with his wail of "I spoiled mine, I spoiled mine." We recognize the boy who thinks dancing "sissy," and the inevitable child who upsets the paint or walks all over his neighbor's work. These are members of every classroom—of almost any family.

We are not asked to believe that it's all easy and delightful for the teacher. The weariness and the mess are part of the picture too—inky fingers and clay tracks in the hall. Unless the teacher and her principal can accept these realities, it is better not to try it.

But the rewards are made vivid, too—through charming photographs of the children's work, through brief snatches of their most sincere writing, through heartening stories of growth and liberation.

Truly this is a record of work well done and a challenge to creative teachers and thoughtful parents.

HELEN G. STERNAU

Consider the Children—How They Grow. By Elizabeth M. Manwell and Sophia L. Fahs. Beacon Press, Boston, Mass., 1940.

This is a remarkably successful attempt to make Sunday an important day, in spirit and in truth, for young children today and for their young parents. From the brief foreword to the last practical suggestion in the appendix, this book is indispensable for everyone interested in very young children, and even those a little older. After reviewing the widespread progress fostered by nursery schools and related study in child development which has made mental health a widely understood concept, the authors note that the "provisions for the guidance of young children, in many churches, have remained much the same as they were a quarter of a century ago."

The authors happily combine an experience of parenthood, nursery school teaching, and religious education that eminently fits them to make this very necessary contribution toward coordinating and expanding our knowledge and practice in these fields. The book so conclusively indicates the need for reorganizing many of our church schools, and shows how practical it is to do it cooperatively, that it must prove a challenge to many readers, whether church workers or parents.

"If religionists plead ignorance of the findings of the psychologists, and act as if unconcerned about securing for children these three greatest things—the security of wholesome love, opportunities for personal achievement, and for learning through experimentation directly in interchild contacts—such blindness can lead to nothing but the defeat of their own high

purposes. Neither may parents or teachers intelligently deny the religious significance of nursery school and home programs that consciously seek to gain these three values, even though Bible stories are not told and prayers are left unsaid.

"For religious understanding we must wait with patience for the growth in the child of comprehension. For spiritual depth and insight we must also wait until the child has had time to mature through experiencing security in relationships with family and friends. To hurry past these beginning steps and experiences to a verbal acquaintance with religion may confuse and make rigid his thinking."

These authors, with enlightened insight, discuss not only the young child's limitations of background and vocabulary, but observe that practically all schools of psychology claim that long before his third year a child has formed a philosophy of life, unworded but visible as a pattern, molding all his behavior—and a three-year-old also has a religion of his own. So they raise the question of whether young children are benefited or handicapped by our traditional procedures in religious education.

The book is a veritable handbook for teachers and parents, with every practical detail on how to use available rooms and equipment, the selection of staff and parent assistants, and many suggestions for content and procedures, lists of books and sources of play materials.

MARTHA ROSS LEIGH

Child Psychology. By Arthur T. Jersild. Prentice Hall, 1940. \$3.00.

This is a new edition of the "Child Psychology" first published in 1933, completely revised and expanded to include the large body of recent findings in the field of child development. Dr. Jersild, who is professor of Education at Teachers College, Columbia University, has geared the book for college students and teachers of children. As a text book, it is unusually well organized and well written; the vast and often confusing body of research material in this field is clearly and succinctly presented, and the book is thoroughly documented.

As a study of children, however, in which we glimpse a warmer understanding than is usually found in standard text books, it seems a pity that the author had not availed himself more freely of the valuable store of clinical long-term studies of children in their actual home situations, instead of relying so heavily on the necessarily limited and often arid findings of controlled laboratory studies.

PAULINE RUSH FADIMAN

Annual Meeting of the Child Study Association

ON TUESDAY the 28th of January, 1941, the annual meeting of the Child Study Association of America was held at its Headquarters. In the absence of the president, Dr. Carson Ryan, Jr., Mrs. Franklin E. Parker, Jr., of the Board of Directors, presided. The director of the Association, Sidonie M. Gruenberg, introduced her report as follows:

"Against the background of national emergency, in these days when we no longer take democracy for granted, all our efforts, like those of other organizations concerned with family life and family welfare, are now directed toward redefining the position of families in a democratic set-up. For years we had very calmly assumed that we were to live a democratic family life in a democratic society. But with the rise of dictatorships, the whole process of family living has been changed. One of the first steps in establishing a dictatorship is to place the family in a subordinate position to the state, to minimize and even penalize personal family loyalties. In a way, dictators pay a great tribute to family life in thus recognizing the need of reducing the importance of the family, if the state is to be dominant.

"We now have the immediate challenge: *What is family life in a democracy?* At the White House conference in 1940, this was one of the chief topics of discussion. We are aware that many aspects of family life are undemocratic. We have the older and more powerful dominating the younger and less powerful. The parent-child relationship is in itself somewhat autocratic. As George Bernard Shaw put it: 'When the millennium comes, the last autocratic institution in the world will be the family—usually governed by the worst disposition in it.'

"Yet those of us who have confidence in the democratic state know that the family is the cradle of democratic loyalties. These personal loyalties that are first established in the family, that are cradled in the immediate inner circle, these loyalties radiate out to the larger social communities and set the pattern for our way of life.

"The development of a democratic pattern comes to have new meaning as we examine the background of our daily activities. Because no matter what we do—whether we are dealing with young mothers, fathers or with children; no matter what kind of discipline is used, the details of our action are determined by our real beliefs. Even the smallest aspects of infant management, the way you give a bottle to a

baby, is determined by your fundamental attitude—whether or not you really have respect for the infant's individuality. This recognition of the fact that our actions are determined by what we really believe, that rules and devices are of little importance compared to fundamental attitudes, underlies all the work of the Association."

Mrs. Gruenberg then gave the following report:

ACTIVITIES OF THE ASSOCIATION FOR THE YEAR 1940

Family Guidance and Consultation Service

This service is the most rapidly growing branch of our work. It has been extended in response to a demand to include direct work with children, as well as with parents. Toys and play equipment have been provided at Headquarters so that young children come freely "to play," and older ones to discuss their vocation plans, and through these means interviews are conducted in a friendly and informal atmosphere. During the year we had eighty-six new cases involving 254 interviews. Typical problems include extreme fears, aggressiveness, truancy, asocial tendencies, and poor school adjustment.

In selecting cases from the increasing number of applications for this service, the staff is guided by our special emphasis on preventive work. Advanced or deeply rooted behavior problems are referred elsewhere. Dealing with the everyday adjustment problems of normal children, we make available to teachers, social workers, educators and therapists of all kinds valuable material regarding the causes, course and treatment of these problems. Not only is the Consultation Service of direct help to the families who came for guidance; it serves the whole community as a demonstration center. A new subcommittee has been formed to assist in extending this service to European children now in this country with their parents or guardians.

Lectures and Courses at Headquarters

Three lecture-discussion courses began in January, 1940:

The Family and Its Members
Fundamentals of Child Development
Adolescence

Five lecture-discussion courses began in October, 1940:

- Introduction to Parenthood
- Six Months to Two Years
- The Child from Two to Six
- The School Years
- The Adolescent Years

Leadership training course for 100 mothers of Queensboro Federation of Mothers Clubs (course now being given for fourth year).

Observation by students in Dr. Osborne's class at Teachers College and Dr. Lindeman's at N. Y. School of Social Work. Special talks to latter by staff members.

A lecture series on "The Family: The Challenge of 1940," participated in by Gregory Zilboorg, M.D., Mary Shattuck Fisher, David M. Levy, M.D., Paul Tillich, Eduard C. Lindeman, Pearl Buck, Peter Blos, and staff members.

A lecture on "You and Heredity," by Amran Scheinfeld.

Annual Children's Book Exhibit: Lectures by John Tunis and Clara Lambert.

At the Open House for members, Elsa Castendyck spoke on the work of the U. S. Committee for the Care of European Children.

Courses of Lectures Under Outside Auspices

The demands for staff services for work outside of headquarters have increased tremendously during the past year. Besides numerous individual lectures given by staff members, there were nineteen courses of lectures for parents and professional workers conducted under various auspices. More and more staff services are being called upon in connection with the training of teachers, social workers and public health nurses who consider an understanding of family relationships as part of their equipment.

For the lay public: (3 to 10 lectures in each series)

- Y.W.C.A.—for working girls
- Hartley House Settlement
- Presbyterian Church, Hollis, Long Island
- Sisterhood of Park Avenue Temple, Bridgeport, Connecticut
- Sisterhood of Congregation Emanuel, Jersey City
- Maxson School Parent-Teacher Association, Plainfield, New Jersey

- Westfield, New Jersey, Parent Teachers Association
- Larchmont, New York, Parent Teacher Association
- Merrick, Long Island, Grade School
- New Canaan, Connecticut, Country Day School
- Woodhull Private Day School, Hollis, Long Island
- College Club of the Oranges
- Woman's Club of West Point
- Psychology Chapter of East Williston, Long Island,
- Woman's Club

For teachers and other professional workers:

- New York University—15 lectures—graduate credit for public health nurses
- Lower West Side Health Center—15 lectures—in-service credit—in cooperation with Board of Health and Board of Education
- Nassau County Mental Hygiene Association—8 lectures
- St. Mary's Hospital—4 lectures for nun nurses
- Girl Scout leaders—6 lectures

Courses at Colorado Educational Institutions

Seven lecture courses and institutes of one week each during summer of 1940 were given by Sidonie M. Gruenberg

Single Lectures

Single lectures (56) by members of Speakers Bureau Staff in Long Island, New Jersey, nearby New York State and Connecticut

Cooperation with Other Organizations

- White House Conference 1940
- Progressive Education Association—conferences; Board; chairmanship of Publications Committee
- National Association of Day Nurseries—conference
- National Child Labor Committee—study of stage children
- National Council for Mothers and Babies—conference; advisory committee
- American Association for Adult Education—1940 conference
- American Birth Control League—conference
- Women's National Radio Committee—committee and Board
- Radio Council on Children's Programs—advisory committee
- Girl Scouts, Y.W.C.A. and others—lectures, committees, etc.

New York State Conference on Marriage and the Family—planning and participation in program
Teachers College, Columbia University—lectures to classes; panel on Gifted Children

Society for Ethical Culture and the Ethical Culture Schools—lectures to classes; Good Neighbor Committee

Maternity Center Association—lecture to nurses

Public Education Association—advisory and planning committees

Of special interest this year is a plan whereby the Child Study Association is cooperating with the Community Center of the Red Hook Housing project to develop a program of parent education at their Community Center. It is expected that the material on family problems which this undertaking will yield can be made available in other similar situations, through publications and otherwise. A small grant has just been made to the Child Study Association, through the American Association for Adult Education, to cover the cost of leadership of discussion groups in this center, including necessary secretarial work.

Alice Morgenthau Ebrich Memorial Library

Service to members and groups: Bibliographical service. Reference library used by students and group leaders. All the books for parents listed by the Bibliography Committee and the Children's Book Committee are on file in the library.

Two-Day Institute at Hotel Roosevelt

"Our Children—1940: Facing the Demands of Today"

Of national importance was the Association's annual Institute to which people came from almost every state in the country, as well as a large part of the local membership. An increasing number of professional trained people attend this institute each year. This year the Institute was preceded by a conference of leaders at Headquarters on the subject of "National Defense: Its Challenge to Parent Education," which was attended by about eighty persons representing various fields of education and social work. The general sessions of the Institute dealt with "Discipline: The Challenge of Our Times," "Sex Education: Facts and Attitudes," "Progressive Education on Trial," "Education for Today and Tomorrow: Impact of the World Crisis."

Attendance at the sessions varied from 400 to 800

and included parents from the immediate metropolitan area, students and representatives of state and national agencies, group leaders and other professional workers in the field. A very colorful exhibit representing the work of the Association and that of a number of other agencies was arranged by Mrs. Franklin E. Parker, Chairman of Exhibits, and Mrs. Simon M. Goldsmith, Chairman of Arrangements.

Radio Talks

There were eight radio talks given over national and local stations by members of the staff.

Special Refugee Assistance

Lecture-discussion group—January-February, 1940.

Cooperation with other agencies and groups carrying on programs of assistance to refugees in this country.

Individual consultation and assistance with problems of adjustment, under the direction of the Family Guidance and Consultation Service.

Special service for European mothers and American sponsors of European children in regard to schools, camps, living quarters, under the direction of Mrs. Ena Curry, formerly of Dartington Hall School, England.

Course for British mothers now in this country, to begin in February.

Publications

CHILD STUDY, our quarterly journal of parent education has increased its reading public. This increase has been largely among professional workers. All of the forty-eight states and all the United States territories are represented. Before the war we had most of the European countries as well as China and Japan as subscribers. On the day of the annual meeting we received a new subscription from the still peaceful island of Tasmania. We feel that CHILD STUDY magazine is a link which serves to spread the work of the Association into those places too far away to benefit by the services at Headquarters.

The publication by D. Appleton Century of "Adolescent Personality: A Study of Individual Behavior," by Peter Blos this week added another to the long and growing list of books by our staff. Anna W. M. Wolf is now putting the final touches to her book on the "Emotional Development of Young Children" (tentative title), which will be published by Simon and Schuster in the spring.

Committee Activities

Much of the active work of the Association is carried on by committees, composed of both professional and non-professional members, with one or more staff members assigned to each committee.

Bibliography Committee—Mrs. Irma W. Hewlett, chairman. Met twice monthly or oftener and reviewed approximately three hundred books of interest to parents and teachers, making selections for the parents book list, the library and the leaders' shelf.

Children's Book Committee—Mrs. Hugh Grant Straus, chairman. Reviewed approximately six hundred new juvenile publications, meeting weekly through the active season. Prepared annotated list of Books of the Year for Children. Held annual exhibit of children's books and lectures.

Radio Committee—Mrs. Frank E. Karelsen, Jr., Chairman. Reviewed children's radio programs and prepared annotated lists and commentaries for CHILD STUDY. Held discussion meetings, to which were invited specialists in various aspects of radio work. In May, 1940, conducted panel discussion with representatives of many groups interested in radio, including the broadcasting companies and advertising agencies, with a view to clarifying the problems in securing better programs for children.

Housing Projects Committee—Mrs. Lee S. Hartman, chairman. A new committee formed in connection with the development of a parent education program in the Red Hook Community Center.

Publicity Committee—Mrs. Murray Hearn, chairman. During 1940 has placed upward of forty press notices in metropolitan newspapers and periodicals, and many articles about the Association and about the work of its board and staff members. Arranged for feature articles and interview in *World-Telegram*, *New York Times*, and *New York Post*.

Pamphlet Committee—Mrs. George Van Trump Burgess, chairman. Has kept in touch with present needs and demands for pamphlet publication. In consultation with staff, has revised sex education pamphlet and is now preparing a new pamphlet.

Child Study Magazine Committee—Mrs. Estelle Barnes Clapp, chairman. Has promoted CHILD STUDY magazine through child study groups in the United States and Canada and through leaders in welfare agencies, the medical profession, nursery school groups, home and school organizations, and leaders in religious education and mental hygiene.

Consultation Service Committee—Mrs. Richard S. Emmet and Mrs. Udo M. Reinach, co-chairmen. Has

cooperated in promoting and enlarging the work of the Family Guidance and Consultation Service.

Special Service Committee for European Children—Mrs. Albert H. Aldridge and Mrs. Dean K. Worcester, co-chairmen. Recently organized to assist European children and their parents or sponsors in meeting the problems of adjustment arising out of their new situations.

Finance Committee

The support of the organization comes through memberships, contributions, benefits, foundation grants, sales of literature, fees for courses and staff services. Last year grants were received from the William C. Whitney Fund, the Greater New York Fund, the American Association for Adult Education, and the Alice Morgenthau Ehrich Memorial Fund. Among fund-raising activities were the following: Theatre Benefit—Mrs. Lee S. Hartman and Mrs. Richard S. Emmet, co-chairmen; "Spring Extra," a metropolitan advertising project—Mrs. A. Lambert Cone, chairman; Special New Membership Campaign—Mr. Edwin F. Chinlund, chairman; Dinner Dance—Mrs. George Van Trump Burgess, chairman. All of these efforts were carried on against great odds, because of the present world conditions, with its many urgent appeals now before the public. The vision and understanding, on the part of board members and contributors, for the fundamental value of our work with families has enabled us to go forward in a constructive and hopeful spirit.

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Children's Books

A SELECTED MISCELLANY OF BOOKS RECEIVED TOO LATE FOR INCLUSION IN THE CHRISTMAS LISTING

Rag Book No. 1. Designed and published by Eleska. (166 East 73rd Street, N. Y. C.). \$1.00.

A bright, colorful rag book for the baby, with one-on-a-page pictures of familiar things and animals.

Little Joe. By Dorothy Clark. Illustrated by Leonard Weigard. Lothrop, Lee and Shepard. 32 pp. \$1.00

A gay, humorous picture story set in Bermuda about a runaway pony en route to a picnic. Delightful pictures. For reading aloud to the four-to-six-year-old.

Surprise on Wheels. By Margaret Friskey. Pictures by Lucia Patton. Albert Whitman. 32 pp. \$1.00.

Patsy and Peter build a train, little Bill supplies the wheels and they all have an exciting ride. Pleasantly illustrated and excellently printed for the beginning reader.

Fisherman Tommy. Written and illustrated by Sanford Tousey. Houghton Mifflin. 48 pp. \$1.50.

All about fishing as it is done commercially, in a story that will appeal to the youngest fisherman. Excellent illustrations make the story more entertaining. (8 to 12.)

Greased Lightning. By Sterling North. Illustrated by Kurt Wiese. John C. Winston. \$2.00.

A pet pig becomes the amusing center of a lively small-town story. Copious illustrations enhance the humor of the tale. (8 to 10.)

Quest of the Cavaliers. DeSoto and the Spanish Explorers. By Faith Yingling Knoop. Illustrated by W. Merritt Berger. Longmans, Green. 202 pp. \$2.00.

Accounts of explorations in the New World by Spanish adventurers, with the emphasis on DeSoto. So interestingly told that the facts read like fiction. (10 to 13.)

Young Hickory. By Stanley Young. Illustrated by Robert Fawcett. Farrar & Rinehart. 271 pp. \$2.00.

A quite compelling story of the youth of Andrew Jackson—based on fact but fictionized to enable the author to build a good story on rather scanty material. (10 to 13.)

Story Parade Silver Book. A Collection of Modern Stories for Boys and Girls. Introduction by Eloise Ramsey. John C. Winston. 375 pp. \$1.75.

The fifth in a series of collections of stories and poems published in "Story Parade," a monthly magazine for children. Selections from one year of the magazine include an excellent variety of types of stories, and are addressed to a varied age range.

Great Adventures in History and Legend. By Frederick S. Hoppin. Illustrated by Edgar F. Wittmack. McKay. 181 pp. \$2.50.

A group of exciting short stories about real and legendary heroes and adventures of history. (8 to 12.)

Let's Make a Play. By George F. Willison. Harper & Brothers. 302 pp. \$2.50.

A book of delightful plays written and staged by children, with a stimulating discussion of the modern educative methods by which these plays are evolved. (For use with children of nine or over.)

The Boy Electrician. (New edition.) By Alfred P. Morgan. Lothrop, Lee and Shepard. 400 pp. \$2.50.

A comprehensive and usable handbook for the boy who wants to putter with electricity at home. Excellent suggestions of things to do. (12 and over.)

The Wonders of Oil. By Ann Jackson. In collaboration with Delmar Jackson. Dodd, Mead. 145 pp. \$2.00.

The wonders and workings of the oil industry demonstrated in words and pictures intelligible to a young boy or girl. (10 and over.)

Exploring the Earth and Its Life. By James Lindsay McCreery. Revised edition. Stokes. 311 pp. \$2.50.

A brief natural history centering about the exhibits at the American Museum of Natural History, written in a way that is at once entertaining, inspirational and informative. (12 and over.)

My Country 'Tis of Thee. By Lucy Sprague Mitchell, Eleanor Bowman and Mary Phelps. Macmillan. 335 pp. \$3.50.

The story of America's natural resources—soil, coal, oil—and of the human resources of life, labor and liberty that are bound up with our use and abuse of these. An impassioned and informed plea for conservation of both the land and the people who live by it for the sake of America's present and future. Addressed to adults but intelligible also to mature young readers.

Little Black Sambo. Written and illustrated by Helen Bannerman. McKay. 25 pp. \$1.50.

A Child's Garden of Verses. By R. L. Stevenson. Illustrated by Willebeek Le Mair. McKay. 16 pp. \$1.50.

Two children's classics done in singing record books, including text, the original illustrations in color, and phonograph recordings. (4 to 8.)

Bumble Bee Prince. Adapted by Saul Lancourt. Illustrated by Sheilah Beckett. Garden City Publishing Co. 50c.

Robin Hood. Adapted by Saul Lancourt. Illustrated by Sheilah Beckett. Garden City Publishing Co. 50c.

Two musical plays which have been successfully presented for children by Junior Programs are made into story form with delightful illustrations and bits of music interspersed. (8 to 12.)

The Nutcracker Suite. An interpretation by Walt Disney. Introduction by Leopold Stokowski, with six special arrangements for piano by Frederick Stark. Little, Brown and Co. \$1.50.

The best of Disney's Fantasia, in a book describing the ballet in word and exquisite picture. Piano versions of the music add to the interest. Appealing to the artistic child of ten and over, although younger members of the family will also enjoy the picturization of insects and flowers.

Story Lives of Great Composers. By Katherine Little Bakeless. Stokes. 263 pp. \$2.50.

Brief biographical sketches of artists ranging from Rachmaninoff to Scarlatti, presenting chiefly their youthful years along with much interesting information about their background and achievements. Planned as a sequel to the "Story Lives of Master Musicians" by Harriette Brower, this volume presents nineteen of the somewhat lesser known composers. (12 and over.)

THE CHILDREN'S BOOK COMMITTEE

CORRECTION

In the Christmas list of Books for Children, which appeared in the Fall issue of CHILD STUDY, a book titled "Randolph, the Bear Who Said No" was included. This was an unfortunate oversight. A protest against its inclusion was received from Miss Jessie Stanton, of the Harriet Johnson Nursery School, drawing attention to some objectionable features in the book. The Children's Book Committee concurs in Miss Stanton's objections, and has withdrawn the book from the final printing of its 1941 list.

SEX EDUCATION: FACTS AND ATTITUDES

(Continued from page 41)

their new obligations, toward all of those attitudes which will help them to become clear thinking, emotionally adjusted adults.

What emerges as the main new trend in these discussions about sex education is that during the last few years educators and parents, with the help of the findings of psychiatry, have begun to realize the enormous importance of children's emotional attitudes toward sex. We know now that sex education is more than "fact giving," more than "good moral lessons." It is, in essence, an attempt to educate the emotions. This will require a thorough revision of old methods since the emotions cannot be educated by the same methods as the mind. Most of all we are realizing the importance of helping our children toward the capacity to love, helping them to grow up emotionally sound. All this is no easy task, and it is only now, in 1941, that we are beginning to understand the complexities of the problem.

Children's Radio Programs

VIEWING the children's radio programs now being presented on the three major broadcasting networks, there is perhaps but one notable feature to report: the paucity of new programs addressed to children. Several years of discussion by many parents, educators, broadcasting companies and advertising agencies have left the situation certainly poorer in quantity and little, if any, better in quality.

If there are fewer "objectionable" programs on the air for children, there are also fewer programs. Since its last reviews were published in the Summer issue of *CHILD STUDY*, the following new programs for children have made their appearance.

King Arthur, Jr. NBC (WJZ)—Monday through Friday, 5 p.m. (Sustaining.)

A parody of movie-making on the King Arthur theme, done with crude, simple humor which should appeal to young children, even though the little boy hero is too good to be true. (6 to 8.)

Mandrake, the Magician. MBS (WOR)—Monday, Wednesday, Friday, 5:30 p.m. (Sponsored.)

A mixture of melodrama, mystery and magic in a confused dramatization of a famous comic strip. The hero's "magic" is so childish and the heavy "love interest" so unchildlike that it is difficult to know for what age it is intended. The fact that each episode ends in a situation of high suspense violates one of the standards which have been set for "acceptable" children's programs. (8 to 12.)

Captain Midnight. MBS (WOR)—Monday through Friday, 5:45 p.m.

An airplane-spy serial with the usual accoutrements: stolen plans, mysterious foreigners (always snarling!) pursuits, surprise encounters, etc. Despite its exciting moments and atmosphere of hurry, it is actually slow in incident and a bit talky between times. The constant accompaniment of a whirling motor makes it difficult to listen to—though this factor may not bother children as much as it does adults. (7 to 10.)

Honest Abe. CBS (WABC)—Saturday, 10 a.m.

The life of Abraham Lincoln, excellently presented in a series of dramatic episodes, and superbly

acted. Fine incidental music and a realistic and authentic historical background make this a noteworthy program for older children as well as for adults.

I'm an American. NBC (WJZ)—Sunday, 2:15 p.m.

Interviews with distinguished persons of foreign birth who have become American citizens. Excellent because it calls attention to the valuable contributions to our national life in many fields—art, science, and industry—which have been brought to us by our adopted citizens from many lands. Young people as well as adults will profit by viewing America through the eyes of these people who have *chosen* the American way of life and are therefore apt to be more aware of its blessings. (12 and over.)

The Quiz Kids. NBC (WJZ)—Wednesday, 8 p.m.

A spontaneous junior "Information Please" in which a group of unusually well-informed children ranging from eight to sixteen serve as "experts," and the audience is invited to send in questions to be answered. The children having the highest score for correct answers remain on the program the following week, those with lower scores being replaced by others. All the youngsters are picked from the Chicago schools. The erudition and poise of these children on the air is stimulating to young listeners, and entertaining also to adults. (10 and over.)

Remaining on the air are a number of programs previously reviewed in these pages: in the late afternoon *Irene Wicker*, *Bud Barton*, and *Tom Mix* (all on NBC) for younger children, and *The Lone Ranger* (MBS) for slightly older ones. The *Cavalcade of America* (WEAF) has been moved to an earlier hour making it more available in the eastern states for children's listening. On Saturdays and Sundays there remain the long-standing favorites: *March of Games*, *Let's Pretend* (CBS), *Our Barn* and the *Bright Idea Club* (NBC).

It seems regrettable that most of these excellent Saturday and Sunday programs on sustaining time should be allotted hours which make them less likely to reach the larger audience of children who listen in the late afternoon and early evening hours.

JOSETTE FRANK
For the Radio Committee

News and Notes

"Children Are Also People"

During the month of December the Columbia Broadcasting System presented a twice-a-week intensive series of radio talks on subjects of interest to parents of growing children. This series was arranged in cooperation with the New York City Committee on Mental Hygiene of the State Charities Aid Association, and several staff members of the Child Study Association participated.

The opening talk of the series on the general topic, "Children Are Also People," was given by Sidonie M. Gruenberg, Director of the Association. Pauline Rush Fadiman, managing editor of *CHILD STUDY* spoke on "Children's Hobbies," and Dr. Benjamin Spock, consulting pediatrician for the Consultation Service, talked on "Feeding Problems in Infancy."

American Youth Commission

Three new leaflets have been issued by the American Youth Commission of the American Council on Education, in Washington, D. C., describing various examples of community activity in behalf of youth.

Finding the Facts About Youth describes surveys used to gather information about the youth problem in three community areas so that constructive action could be undertaken. *New Strength for America* presents the unique recreational project in Columbus, Indiana. *Rallying Resources for Youth* describes the community council development in Los Angeles County, California; Dowagiac, Michigan; and Greenville County, South Carolina.

Copies of these leaflets may be obtained without charge by writing the American Youth Commission, 744 Jackson Place, Washington, D. C.

National Council of Childhood Education

An all-day conference of the National Council of Childhood Education, with the Association for Childhood Education and the National Association for Nursery Education as the participating groups, will be held in Atlantic City, in the Viking Room of the Haddon Hall Hotel, on Tuesday, February 25, 1941.

The conference will convene in two sessions—the morning session meeting at 9:30 a.m., with Lawrence Frank of the Macy Foundation, New York, speaking

on "Conserving Human Resources in the Field of Early Childhood." The afternoon session will be on "Members of a Community Plan How Best to Serve Young Children," presided over by Grace Langdon, President, National Association for Nursery Education. William H. Bristow, of the New York Board of Education, will lead the discussion.

Boy Scouts Anniversary

This February marked the thirty-first anniversary of the Boy Scouts of America. Today more than 1,500,000 boys are active participants in the Boy Scout program.

As part of the movement to strengthen our national defenses, the Boy Scout leaders are stressing an activity program to prepare the world's largest youth organization with knowledge and skills which will be valuable in times of emergency. Faced with practical situations demanding instantaneous and intelligent reactions, these boys are receiving intensive training for emergency crises. But even above this non-military emergency training, the Boy Scout organization continues to emphasize its character building and citizenship program based on service to others, and to pledge itself to follow a program of strengthening and invigorating democracy in the United States by a living democracy in their own groups.

Atlantic City Convention

The 71st Annual Convention of the American Association of School Administrators will be held at Atlantic City from February 22 to 27, 1941.

The general theme around which the discussion will center is: "To provide for the common defense; to promote the general welfare; to secure the blessings of liberty." Among the prominent speakers who will take part in this convention are: Dr. Ralph W. Sockman, Pastor of Christ Church, New York; James B. Conant, President, Harvard University; John W. Studebaker, U. S. Commissioner of Education; Isaiah Bowman, President, Johns Hopkins University; Congressman Martin Dies; and Major George Fielding Eliot.

On Saturday evening, February 22, "The People's Platform," under the direction of Lyman Bryson will be broadcast from Atlantic City and will be open to the Convention guests.

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STUDIOS OF MUSIC EDUCATION

DISCIPLINE

(Continued from page 38)

berg, "they will do just enough. If they make up their minds to use spanking as a punishment, they will do too much."

If our goal in discipline for children is eventual self-discipline, we recognize the rôle of freedom as part of this goal. We realize that if we impose no responsibility on our young people, if we give them this spurious freedom, they will be getting neither the benefits of the old authoritarian ideas nor the benefits of the sound new ones.

"Discipline for a democracy," Mrs. Gruenberg summed up, "is not coercion or repression. It is a cultivation of the spirit that eventually frees it from untamed impulses. Such liberation is itself a severe discipline. It comes from living and working in co-operation with others, from mutual regard and helpfulness, from sharing and assuming responsibilities along with the right to make our own decisions."

In all the aspects of discipline discussed by the three speakers we find one connecting thread of indisputable agreement. It is that parents who are uncertain about ultimate truths need not therefore communicate absolute disregard of all values to their children; that children work best neither in a strictly autocratic atmosphere nor in one in which there is no supervision; that the goal of discipline lies neither in controlling children entirely nor in leaving them free entirely.

EDUCATION FOR TODAY

(Continued from page 47)

Nor can we say that scientific method is a failure in social affairs. It is only very recently that we have even begun to use it in an attempt to solve human and educational problems by responsible inquiry. Up to now we have reserved it only for the solution of technical problems.

We must have faith in that democratic assumption that, given a chance, through foresight and intelligent provision of opportunity for education and employment, the spiritual values of society have only just begun to be tapped.

"Out of the cooperation and understanding between young and old we can generate just such a faith to make a friendly and equitable and reasonable world. In the midst of national defense, we are told that social betterment and the things of the mind can wait. But they cannot wait, or we have already surrendered."